

# BRIEFING PACKET STATE AND REGIONAL RELEASE

## COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS)

ACCOUNTABILITY CYCLE 2006



Kentucky Department  
of Education

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KENTUCKY DEPARTMENT OF EDUCATION

Gene Wilhoit, Commissioner

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## TABLE OF CONTENTS

Introduction.....	3
Observations.....	6
Number Tested.....	8
Districts: Performance Judgment by CATS Biennium.....	9
All Schools: Performance Judgment by CATS Biennium.....	9
Elementary Schools: Performance Judgment by CATS Biennium.....	10
Middle Schools: Performance Judgment by CATS Biennium.....	10
High Schools: Performance Judgment by CATS Biennium.....	11
Combined Schools: Performance Judgment by CATS Biennium.....	11
Recognition Levels.....	12
Accountability Index Ranges by School Level.....	12
State Accountability Index by Year and Grade Level.....	13
KCCT Academic Indices by Subject and year.....	14
Norm-Referenced Test (NRT) Index by Year.....	21
Nonacademic Index by Year.....	22
Performance Level Percentages - Elementary.....	23
Performance Level Percentages – Middle.....	25
Performance Level Percentages – High School.....	27
2001-02, 2003-04, 2005-06 Biennium % Schools in Assistance.....	29
Percent Elementary, Middle, and High Schools in Assistance.....	32

**ADDENDUM: CATS SCHOOL AND DISTRICT ACCOUNTABILITY RESULTS, SCHOOL AND DISTRICT LISTING**

## Introduction

This is the report for the third biennium of the Commonwealth Accountability Testing System (CATS). The report summarizes information pertaining to each school's Accountability Classification. It represents the third application of the Growth Chart unique to each school (see sample Growth Chart on page 5). Each school has a precise target to meet or exceed in each biennium to be in the Meeting Goal area of the graphic, and thus on target to reach 100 or Proficiency by 2014. The target values for each school include a standard error or fairness margin for the Goal and Assistance Lines. Because of this, the CATS Accountability Model gives an acceptable cushion to schools in that if a school is just *below* the Goal line, but within one standard error, the school is treated as if (or categorized as if) the school was at or above the Goal Line. The same holds true for the Assistance Line. The Accountability Classification for each school can be found in the *CATS School and District Accountability Results, School and District Listing*.

All state-required testing is completed in the spring of each year. Schools are held accountable for students enrolled one hundred (100) *instructional* days (not necessarily consecutive) in a school, from the first day of school to the first day of testing window. This is in line with federal regulations under the No Child Left Behind Act of 2001 (NCLB). For more information about NCLB, see the *2006 NCLB Interpretative Guide* available on the department's Web site at <http://www.education.ky.gov>.

Besides establishing a system of rewards for school improvement, CATS also provides sanctions for schools that do not demonstrate required growth (see 703 KAR 5:120 Assistance for schools; guidelines for scholastic audit). According to regulation, all schools falling into the Assistance classification are rank-ordered from highest to lowest according to the school's combined 2005/2006 Accountability Index. This set of schools is then divided into thirds. The top third are designated Level 1 schools, the middle third Level 2 and the bottom third Level 3. The following bullets briefly summarize the audit/review process for these schools:

- Level 3 Schools will be scheduled for scholastic audits by an external team coordinated by the Kentucky Department of Education (KDE). The school shall adhere to the requirements for a "Level 3" school as defined in 703 KAR 5:120 Sections 4, 5, 6, 7, 8 and 9. Level 3 schools shall receive education assistance from a Highly Skilled Educator under KRS 158.782 and a scholastic audit. Assistance Level 3 schools may be eligible to receive Commonwealth School Improvement Funds.
- Level 2 Schools are required to receive a scholastic review by a team set up by KDE. The team must include local district members. The school shall adhere to the requirements for a "Level 2" school as defined in 703 KAR 5:120 Section 3. Level 2 schools shall receive a scholastic review facilitated by a designee of the Commissioner of Education with assistance from the district's central office staff. Assistance Level 2 schools may be eligible to receive Commonwealth School Improvement Funds.

- Level 1 Schools are required to receive a scholastic self-review by a team set up by the local school district. The school shall adhere to the requirements for a “Level 1” school as defined in 703 KAR 5:120 Section 2. Level 1 schools must to conduct a scholastic review and self-study facilitated by the district’s professional development coordinator with assistance provided by Kentucky Department of Education staff. Assistance Level 1 schools may be eligible to receive Commonwealth School Improvement Funds.

In addition to establishing a system of rewards for school improvement, CATS also provides sanctions for school districts (see 703 KAR 5:130 School District Accountability). The following bullets briefly summarize the audit/review process for these districts:

- Audit Level 1 districts for Accountability Cycle 2006 have at least one or more schools classified as Assistance Level 3 that were not classified as Level 3 in the previous accountability cycle. The district shall modify its district consolidated plan by including a specific support plan designed to assist each Level 3 school in improving its academic achievement. The plan shall address each of the areas listed in 703 KAR 5:130 Section 5 and shall be sent to the local school board of education members and to the Level 3 school council members or, if none exists, the principal, for approval.
- Audit Level 2 districts for Accountability Cycle 2006 has at least one school classified as Assistance Level 3 for two (2) or more consecutive accountability cycles. The district shall be subject to a district audit conducted by a district evaluation team. The team shall review each of the areas as listed in 703 KAR 5:130 Section 5, and shall also review the district’s implementation of the previous accountability cycle’s school support plan. The district audit team shall evaluate the district as to district responsibilities using “Standards and Indicators for School Improvement”, which is incorporated by reference in 703 KAR 5:120.

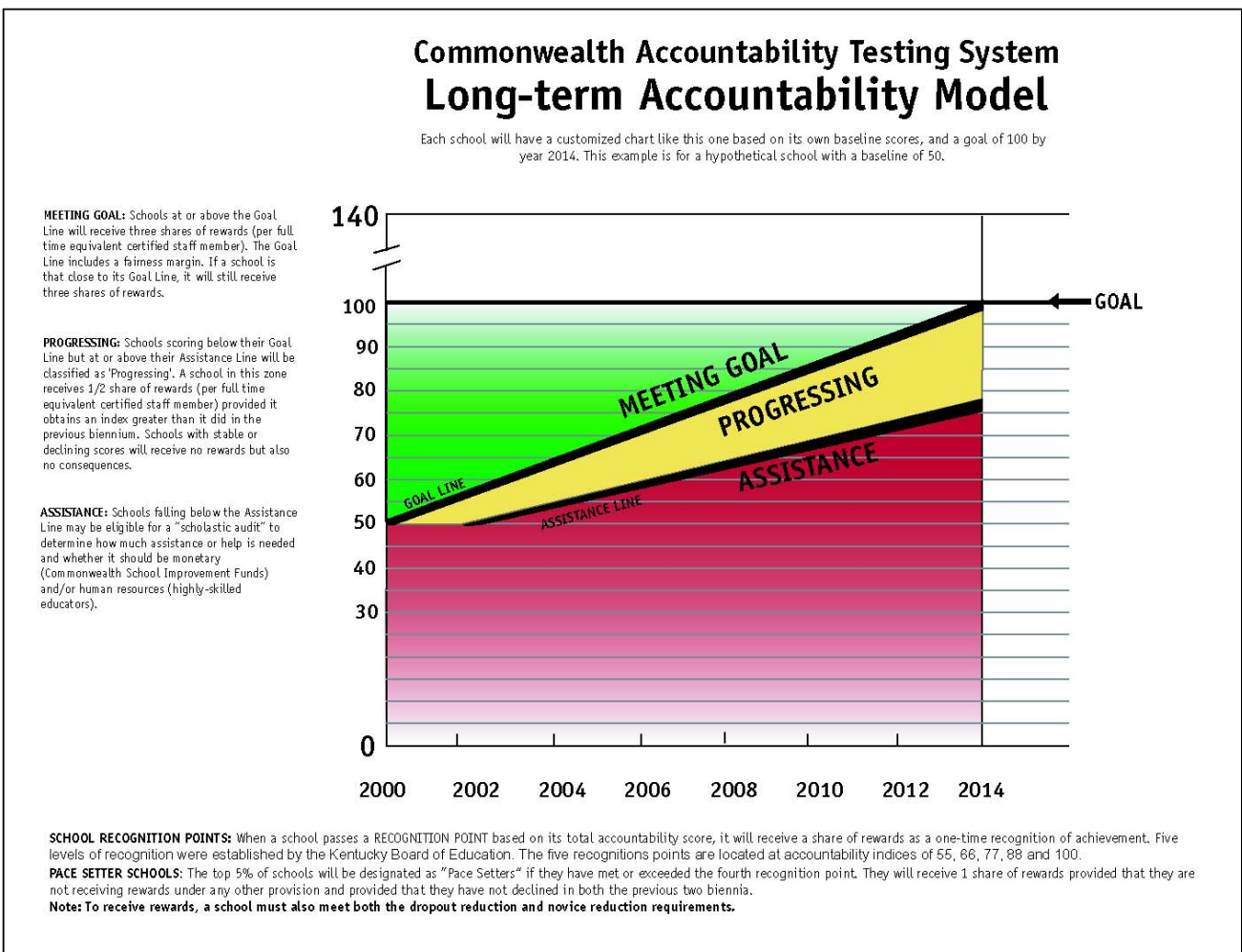
The following bullets summarize important points about the CATS Accountability Model:

- The Goal Line represents the point above which schools become eligible for rewards for *growth*. Notice how it is represented by a straight line that begins in 2000 at the baseline and ends in 2014 at 100.
- The Assistance Line represents the point below which a school becomes eligible for assistance from the state; a straight line that begins in 2002 at the baseline and ends in 2014 at 80.
- Both of the above lines (the Goal Line and the Assistance Line) have a standard error associated with the line that ranges from approximately .5 to 3.0 depending upon school level (elementary, middle and high school) and the number of students in the school.
- Schools between the Goal Line and the Assistance Line are considered Progressing and are held harmless in the accountability system if they continue to demonstrate some level of growth.
- For a school to be eligible for rewards, it must also meet the novice reduction and dropout criteria:

- Schools must reduce their percent of novices on a schedule so that by 2014, the school has 5 percent or less of its students scoring novice.
- High schools must have a dropout rate less than or equal to 5.3 percent or reduce their percent of dropouts by 0.5 percent, but still have a dropout rate less than or equal to 6 percent.

NOTE: The Kentucky General Assembly did not fund rewards for the 2004-06 biennium.

- The CATS Accountability Model also has provisions for establishing a set of one time Recognition points and also defines the requirements for being a “Pace Setter” school.



## **Observations**

This is the report for the third biennium of the Commonwealth Accountability Testing System (CATS). In June 2001 the Kentucky Board of Education approved new performance standards for CATS. Using these new standards, baseline scores were developed for each of Kentucky's nearly 1,300 public schools. The 1998-99 through 2005-2006 Accountability Indices and trends reported here are based upon the new standards and baselines.

The accountability indices listed include the Norm Referenced Test (NRT) -- the Comprehensive Test of Basic Skills (CTBS)<sup>1</sup>. The NRT component accounts for 5% of the total Accountability Index.

### **ELEMENTARY SCHOOL PERFORMANCE:**

- Students are tested in Reading, Language Arts and Mathematics at the End of Primary with multiple-choice questions; Reading, Writing and Science at the 4<sup>th</sup>-grade level with multiple-choice and open-response questions, a writing sample and a writing portfolio; and Mathematics, Social Studies, Arts and Humanities and Practical Living/Vocational Studies at the 5<sup>th</sup>-grade level with multiple-choice and open-response questions.
- Students with disabilities, who cannot participate in the regular curriculum, and consequently the regular assessments, submit an Alternate Portfolio at the 4<sup>th</sup>-grade level for accountability.
- Compared to the goal of 100, students scored highest in Reading at 89.4.
- In Reading, 70 percent of the students scored Proficient or Distinguished, with 20 percent scoring Apprentice. Only 10 percent remain in the Novice category.
- The second-highest performance was shown in Science at 89.1.
- In Science, 57 percent of the students scored Proficient or Distinguished, with 35 percent scoring Apprentice. Only 7 percent remain in the Novice category.
- The lowest performance area is Arts and Humanities, with an overall index of 62.1.

### **MIDDLE SCHOOL PERFORMANCE:**

- Students are tested in Reading, Language Arts and Mathematics at the 6<sup>th</sup>-grade level with multiple-choice questions; Reading, Writing and Science at the 7<sup>th</sup>-grade level with multiple-choice and open-response questions, a writing sample and a writing portfolio; and Mathematics, Social Studies, Arts and Humanities and Practical Living/Vocational Studies at the 8<sup>th</sup>-grade level with multiple-choice and open-response questions.
- Students with disabilities, who cannot participate in the regular curriculum, and consequently the regular assessments, submit an Alternate Portfolio at the 8<sup>th</sup>-grade level for accountability.
- Compared to the goal of 100, Reading showed the highest achievement at 87.2.
- In Reading, 63 percent of the 7<sup>th</sup> grade students were Proficient or Distinguished, with 30 percent scoring Apprentice. Only 7 percent remain in the Novice category.

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<sup>1</sup> Reading, Language Arts, and Mathematics subscores are used.

- The second-highest performance was shown in Science and Social Studies, at 76.6 and 75.4, respectively.
- In Science, 43 percent of 7<sup>th</sup>-grade students were Proficient or Distinguished, with 12.4 percent at High Apprentice. In Social Studies, 41 percent of students were Proficient or Distinguished, with 16.4 percent at High Apprentice.
- The lowest performance area is Writing, with an overall index of 63.4.
- In Writing, 18.9 percent of the students in grade 7<sup>th</sup> scored at the Novice level. This is a decrease of 7.3 percent from last year (26.2).

### **HIGH SCHOOL PERFORMANCE:**

- Students are tested in Reading, Language Arts and Mathematics at the 9<sup>th</sup>-grade level with multiple-choice questions; Reading and Practical Living/Vocational Studies at the 10<sup>th</sup>-grade level with multiple-choice and open-response questions; Mathematics, Science, Social Studies and Arts and Humanities at the 11<sup>th</sup>-grade level with multiple-choice and open-response questions; and Writing at the 12<sup>th</sup>-grade level with a writing sample and a writing portfolio.
- Students with disabilities, who cannot participate in the regular curriculum, and consequently the regular assessments, submit an Alternate Portfolio their last year of high school for accountability.
- The four core subjects of Reading, Mathematics, Science and Social Studies showed scores all within a range of 68.5 to 78.0, compared to the state goal of 100.
- The highest were Practical Living/Vocational Studies and Reading, at 79.9 and 78.0, respectively.
- The lowest achievement was shown in Science and Writing, at 69.5 and 67.9, respectively.
- In Mathematics, 38.5 percent of the students scored Proficient or Distinguished, with 10.2 percent in the High Apprentice category.
- In Social Studies, 40.8 percent of the students scored Proficient or Distinguished, with another 15.6 percent scoring High Apprentice.
- In Science, 39.1 percent of the students scored Proficient or Distinguished, with another 13.0 percent scoring High Apprentice.

### **ALL GRADES AND CONTENT AREAS:**

Each grade level has registered yearly gains over the eight years of CATS. Similar to the gains in 2005, the gains in 2006 are particularly encouraging, especially in the basic core subject areas.

The gain in the Accountability Index from 2005 to 2006 for elementary, middle and high schools was 3.2, 1.2 and 1.0, respectively. In contrast, gains for elementary, middle and high schools for 2004 to 2005 were 0.0, 1.7 and 1.4. Elementary schools showed more progress in 2006 as compared to 2005. Middle and High schools showed less progress in 2006 as compared to 2005.

From 2005 to 2006, elementary schools showed progress within each core content area. For example, the largest gains at the elementary school level were in Mathematics, Social Studies and Reading where the indices increased by 9.2, 6.7 and 2.3, respectively. The largest gains at

the middle school level were in Science and Social Studies where the indices increased by 2.6 and 1.9, respectively. High schools also showed progress in Reading, Mathematics, and Science content areas, with the largest gains in Arts and Humanities and Social Studies where the indices increased by 6.5 and 3.4, respectively.

The tables and graphs on this and the following pages provide more detail on this year's CATS data release.

Number Tested by Grade								
	1999	2000	2001	2002	2003	2004	2005	2006
<b>End of Primary</b>	51,641	50,854	49,800	48,764	48,120	47,816	47,282	47,669
<b>4th Grade</b>	48,553	49,554	49,949	49,302	48,568	48,001	47,889	47,683
<b>5th Grade</b>	46,795	48,476	49,508	50,207	49,679	49,001	48,492	48,434
<b>6th Grade</b>	47,557	46,860	48,668	49,861	50,751	50,074	49,258	48,706
<b>7th Grade</b>	48,176	48,186	47,657	49,266	50,313	51,528	50,916	50,205
<b>8th Grade</b>	48,936	47,448	47,544	47,367	49,069	50,506	51,339	50,843
<b>9th Grade</b>	51,397	51,757	50,590	50,828	50,500	51,862	53,528	54,597
<b>10th Grade</b>	45,976	44,580	45,565	45,243	45,675	45,590	46,818	48,474
<b>11th Grade</b>	40,756	40,649	39,401	40,514	40,496	40,715	40,936	42,145
<b>12th Grade</b>	37,976	37,974	37,683	37,276	38,561	37,843	37,903	38,147

Number Tested by Level								
	1999	2000	2001	2002	2003	2004	2005	2006
<b>Elementary</b>	146,989	148,884	149,257	148,273	146,367	144,818	143,663	143,786
<b>Middle</b>	144,669	142,494	143,869	146,494	150,133	152,108	151,513	149,754
<b>High</b>	176,105	174,960	173,239	173,861	175,232	176,010	179,185	183,363
<b>Total</b>	467,763	466,338	466,365	468,628	471,732	472,936	474,361	476,903

#### PERFORMANCE JUDGMENTS

##### Meets Goal

The school's accountability index meets or exceeds its goal point, and the school meets the dropout rate and novice reduction requirements. It is eligible for rewards.

##### Meets Goal - Drp, Nov (Meets Goal - Dropout Rate and Novice Reduction)

The school's accountability index meets or exceeds its goal point, but the school does not meet the dropout rate and novice reduction requirements. It is not eligible for rewards.

##### Meets Goal - Drp (Meets Goal - Dropout Rate)

The school's accountability index meets or exceeds its goal point, but the school does not meet the dropout rate requirements. It is not eligible for rewards.

##### Meets Goal - Nov (Meets Goal - Novice Reduction)

The school's accountability index meets or exceeds its goal point, but the school does not meet the novice reduction requirements. It is not eligible for rewards.

##### Progressing

The school's accountability index falls below its goal point and meets or exceeds its assistance point.

##### Progressing - Dcl, Drp, Nov (Progressing - Decline, Dropout Rate, Novice Reduction)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The index also shows a decline from the previous biennium. The school does not meet the dropout rate and novice reduction requirements.

##### Progressing - Dcl, Drp (Progressing - Decline, Dropout Rate)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The index also shows a decline from the previous biennium. The school does not meet the dropout rate requirements.

##### Progressing - Dcl, Nov (Progressing - Decline, Novice Reduction)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The index also shows a decline from the previous biennium. The school does not meet the novice reduction requirements.

##### Progressing - Drp, Nov (Progressing - Dropout Rate and Novice Reduction)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The school does not meet the dropout rate and novice reduction requirements.

##### Progressing - Dcl (Progressing - Decline)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The index also shows a decline from the previous biennium.

##### Progressing - Drp (Progressing - Dropout Rate)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The school does not meet the dropout rate requirements.

##### Progressing - Nov (Progressing - Novice Reduction)

The school's accountability index falls below its goal point and meets or exceeds its assistance point. The school does not meet the novice reduction requirements.

##### Assistance - Level 1

The school's accountability index falls below its assistance point. The school is in the highest third of total schools in the three assistance levels.

##### Assistance - Level 2

The school's accountability index falls below its assistance point. The school is in the middle third of total schools in the three assistance levels.

##### Assistance - Level 3

The school's accountability index falls below its assistance point. The school is in the lowest third of total schools in the three assistance levels.

**Districts: Performance Judgment by CATS Biennium**

<b>Performance Judgment</b>	<b>2001-2002 Biennium</b>	<b>2003-2004 Biennium</b>	<b>2005-2006 Biennium</b>
<b>Audit Level 1 District</b>	N/A	8	5
<b>Audit Level 2 District</b>	N/A	1	3
<b>Exemplary Growth District</b>	22	47	40
<b>No Classification</b>	154	120	128
<b>Grand Total</b>	176	176	176

**ALL Schools: Performance Judgment by CATS Biennium**

<b>Performance Judgment</b>	<b>2001-2002 Biennium</b>	<b>2003-2004 Biennium</b>	<b>2005-2006 Biennium</b>
<b>Assistance</b>			
Level 1	28	17	14
Level 2	31	14	14
Level 3	29	15	13
<b>Progressing Declined</b>			
Dropout/Novice	0	1	1
Novice	67	36	50
Declined	2	9	39
<b>Progressing Dropout/Novice</b>			
Dropout/Novice	23	10	5
Dropout	14	3	6
Novice	263	211	214
<b>Progressing</b>	139	193	217
<b>Meets Goal Dropout/Novice</b>			
Dropout	11	1	0
Novice	19	10	10
<b>Meets Goal</b>	556	656	581
<b>Grand Total</b>	1182	1176	1164

### Elementary Schools: Performance Judgment by CATS Biennium

Performance Judgment	2001-2002 Biennium	2003-2004 Biennium	2005-2006 Biennium
<b>Assistance</b>			
Level 1	20	11	7
Level 2	15	4	1
Level 3	16	4	1
<b>Progressing Declined</b>			
Dropout/Novice	0	0	0
Novice	45	17	23
Declined	2	6	30
<b>Progressing Dropout/Novice</b>			
Dropout/Novice	0	0	0
Dropout	0	0	0
Novice	97	56	68
<b>Progressing</b>	58	71	71
<b>Meets Goal Dropout/Novice</b>			
Dropout	0	0	0
Novice	14	10	9
<b>Meets Goal</b>	382	463	419
<b>Grand Total</b>	649	642	629

### Middle Schools: Performance Judgment by CATS Biennium

Performance Judgment	2001-2002 Biennium	2003-2004 Biennium	2005-2006 Biennium
<b>Assistance</b>			
Level 1	4	2	6
Level 2	5	3	4
Level 3	6	7	4
<b>Progressing Declined</b>			
Dropout/Novice	0	0	0
Novice	11	7	11
Declined	0	2	6
<b>Progressing Dropout/Novice</b>			
Dropout/Novice	0	0	0
Dropout	0	0	0
Novice	63	57	47
<b>Progressing</b>	36	49	64
<b>Meets Goal Dropout/Novice</b>			
Dropout	0	0	0
Novice	1	0	1
<b>Meets Goal</b>	73	76	67
<b>Grand Total</b>	199	203	210

### High Schools: Performance Judgment by CATS Biennium

Performance Judgment	2001-2002 Biennium	2003-2004 Biennium	2005-2006 Biennium
<b>Assistance</b>			
Level 1	3	4	1
Level 2	6	4	6
Level 3	3	1	5
<b>Progressing Declined</b>			
Dropout/Novice	0	1	1
Novice	9	7	9
Declined	0	1	1
<b>Progressing Dropout/Novice</b>			
Dropout/Novice	22	10	5
Dropout	13	3	6
Novice	58	77	80
<b>Progressing</b>	24	42	47
<b>Meets Goal Dropout/Novice</b>			
Dropout	9	1	0
Novice	1	0	0
<b>Meets Goal</b>	53	54	42
<b>Grand Total</b>	201	205	203

### Combined Schools: Performance Judgment by CATS Biennium

Performance Judgment	2001-2002 Biennium	2003-2004 Biennium	2005-2006 Biennium
<b>Assistance</b>			
Level 1	1	0	0
Level 2	5	3	3
Level 3	4	3	3
<b>Progressing Declined</b>			
Dropout/Novice	0	0	0
Novice	2	5	7
Declined	0	0	2
<b>Progressing Dropout/Novice</b>			
Dropout/Novice	1	0	0
Dropout	1	0	0
Novice	45	21	19
<b>Progressing</b>	21	31	35
<b>Meets Goal Dropout/Novice</b>			
Dropout	2	0	0
Novice	3	0	0
<b>Meets Goal</b>	45	63	53
<b>Grand Total</b>	130	126	122

**Recognition Levels**

- 444 schools passed 1 Recognition Level
- 30 schools passed 2 Recognition Levels
- 0 schools passed 3 Recognition Levels
- 474 schools passed 1 or more Recognition Levels

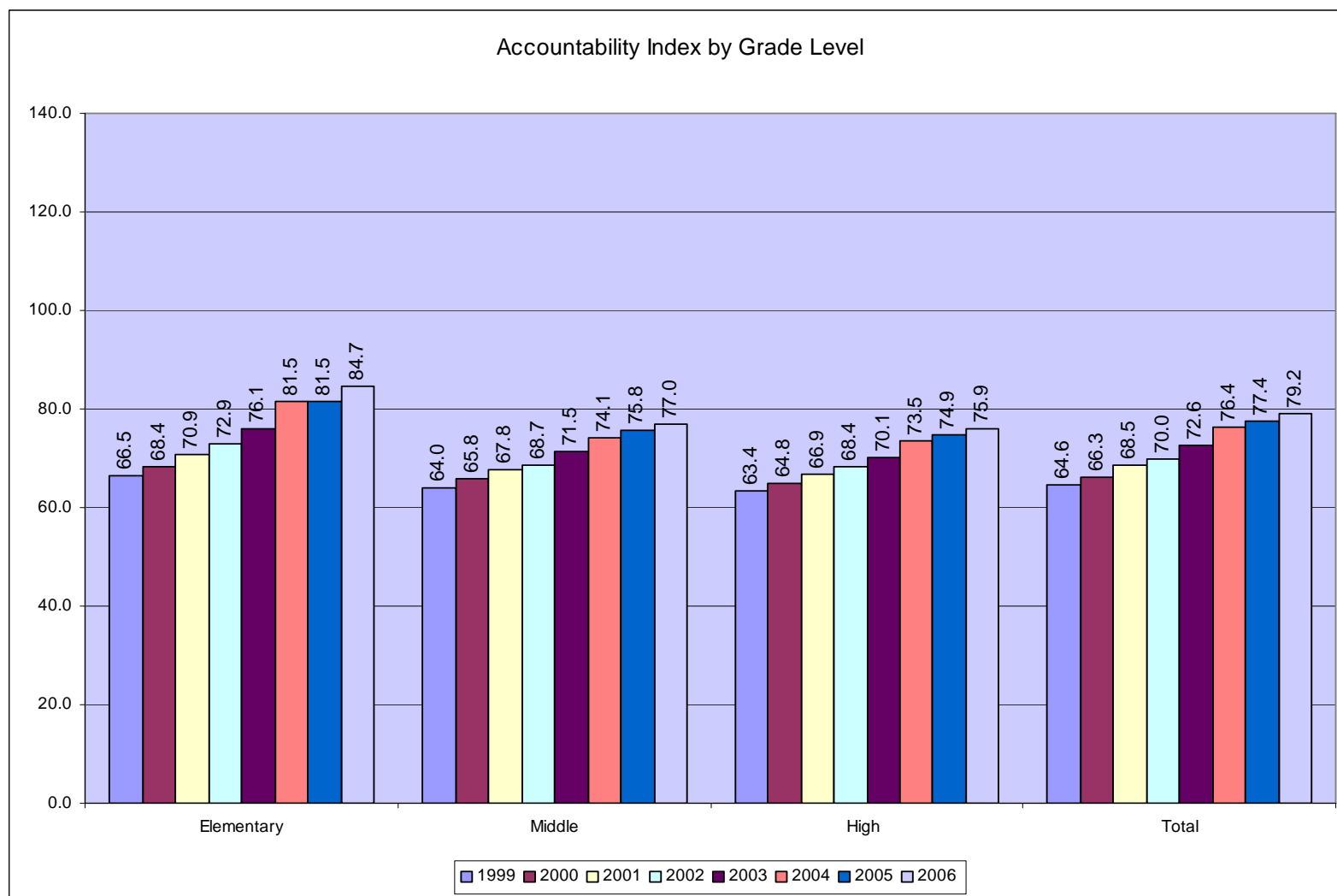
	<b>Recognition Level*</b>					
<b>Levels Passed</b>	Level 1 (55)	Level 2 (66)	Level 3 (77)	Level 4 (88)	Level 5 (100)	Grand Total
1	6	103	213	102	20	444
2	NA	0	10	13	7	30
3	NA	NA	0	0	0	0
Grand Total	6	103	223	115	27	474

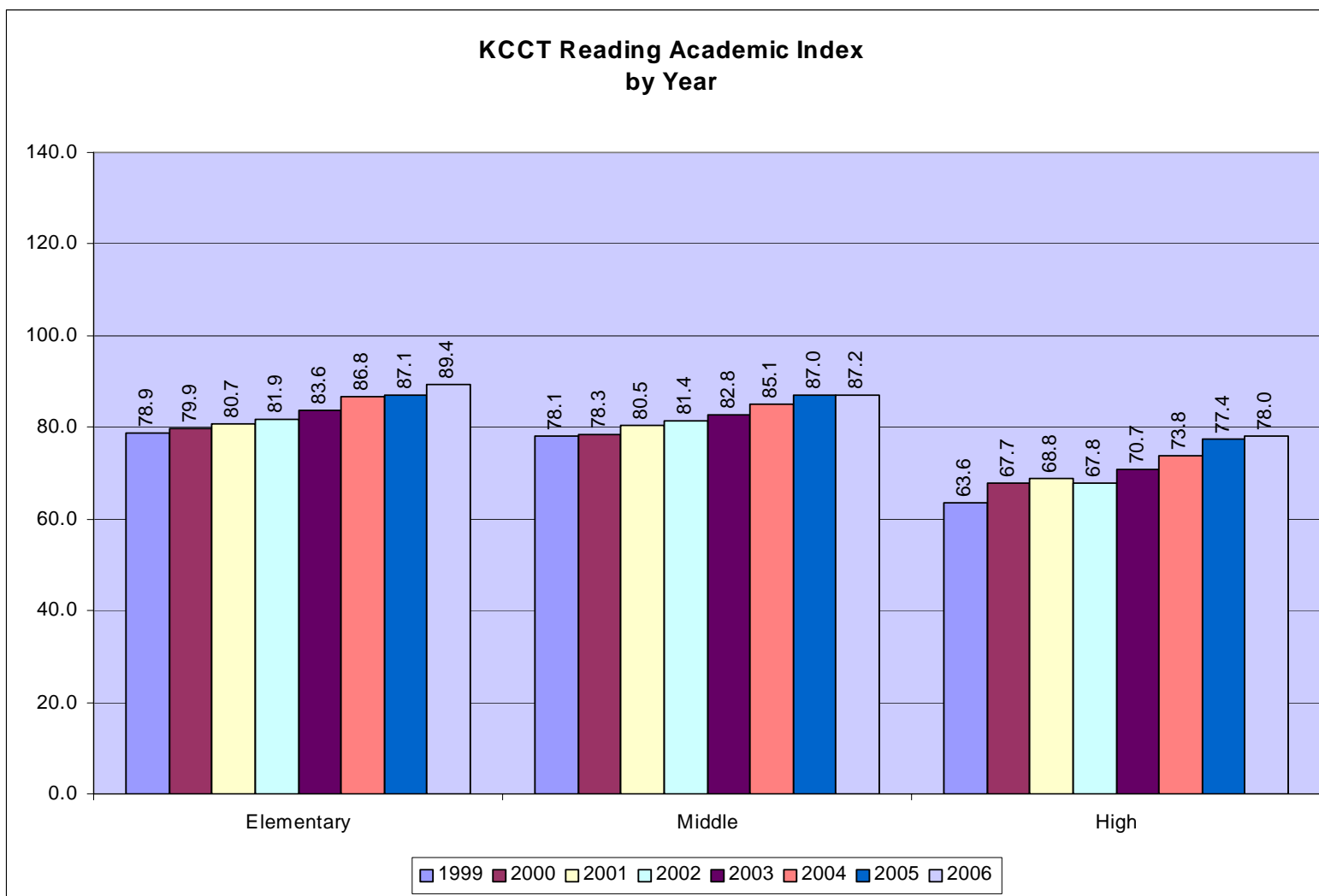
\*Table includes unduplicated counts. Schools are listed in the highest level.

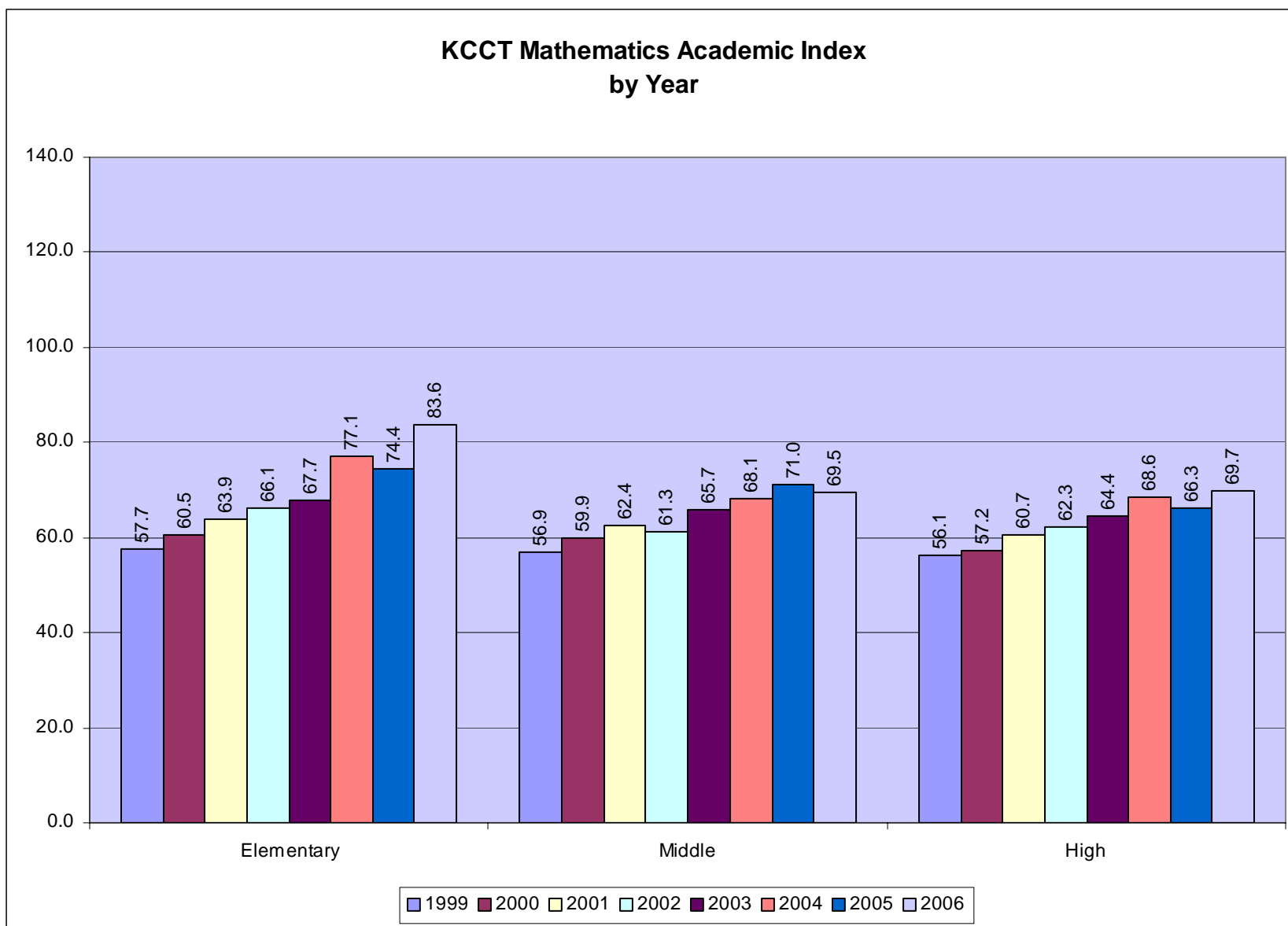
**Accountability Index Ranges by School Level**

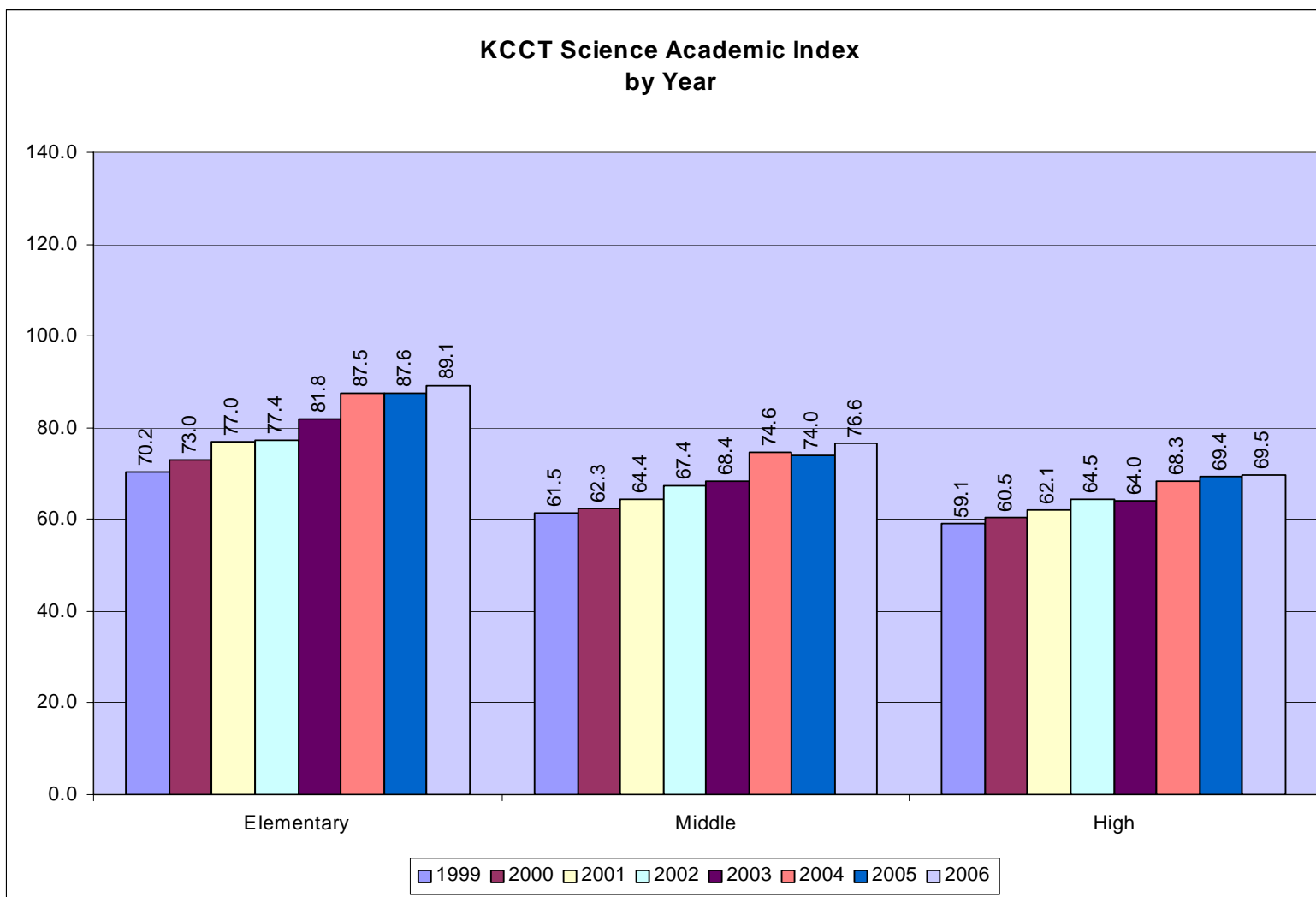
<b>Accountability</b>	<b>Elementary</b>				<b>Middle</b>				<b>High</b>			
<b>Index Range</b>	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006
100+	13	30	39	62	3	2	3	3	0	2	2	5
90-99.9	50	117	118	148	8	17	26	23	3	9	12	11
80-89.9	164	277	252	278	43	59	71	94	25	37	42	54
70-79.9	313	228	242	197	132	153	162	161	75	98	110	110
60-69.9	172	83	77	41	122	94	72	53	99	75	66	50
50-59.9	38	15	18	10	33	19	11	9	33	19	8	8
40-49.9	5	0	0	0	6	3	2	1	3	0	0	0
30-39.9	0	0	0	0	1	0	0	0	0	0	0	0

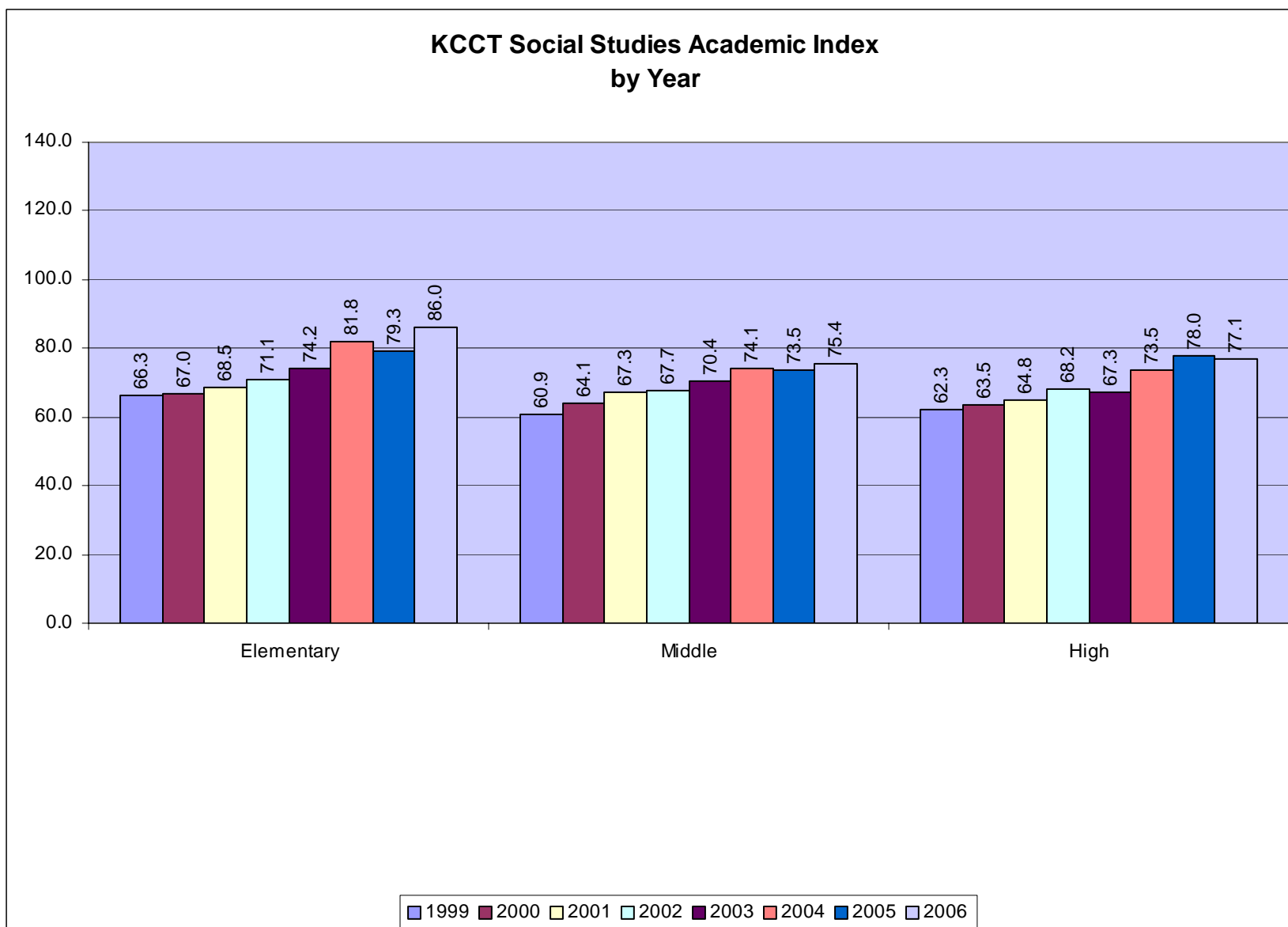
## State Accountability Index by Year and Grade Level

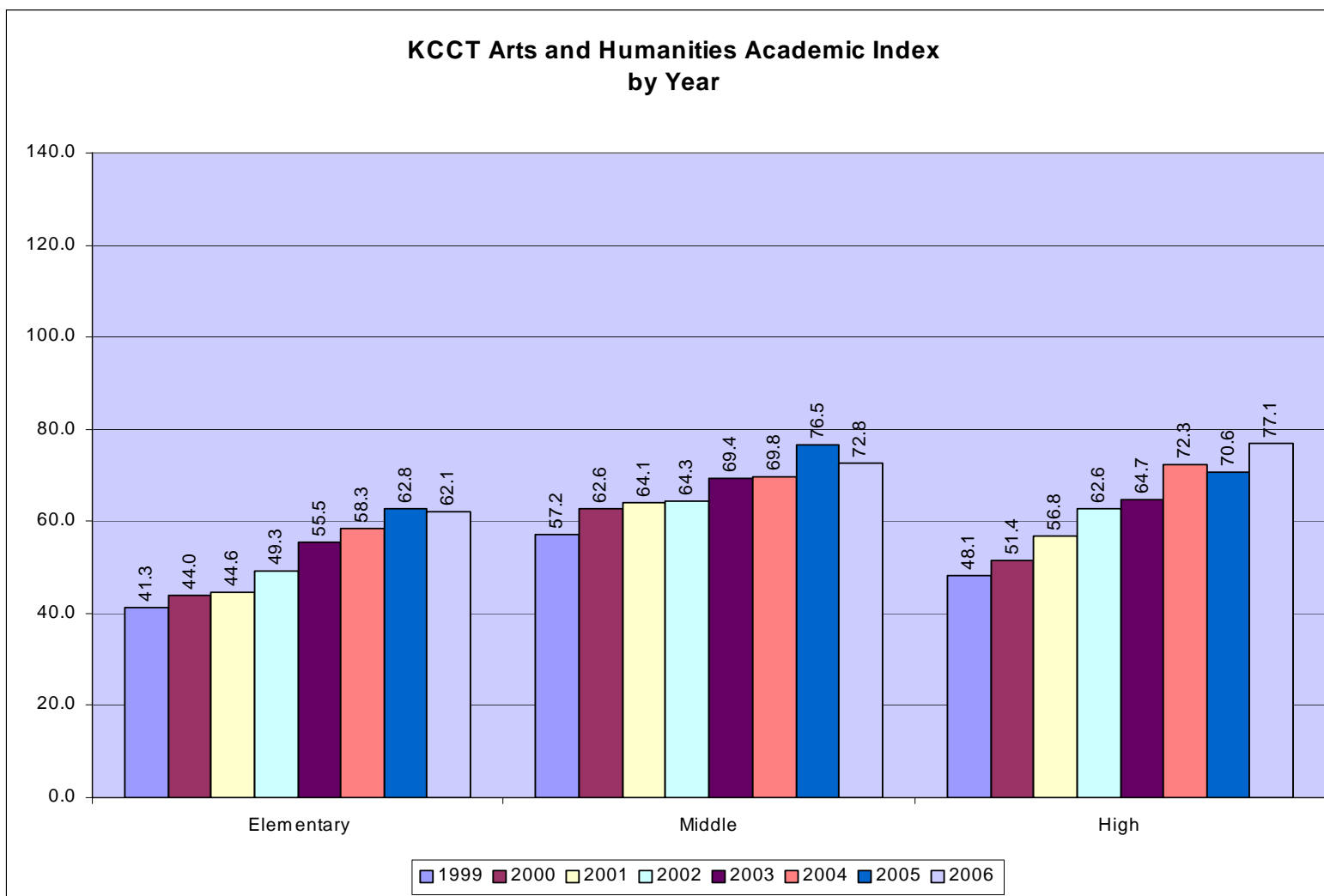


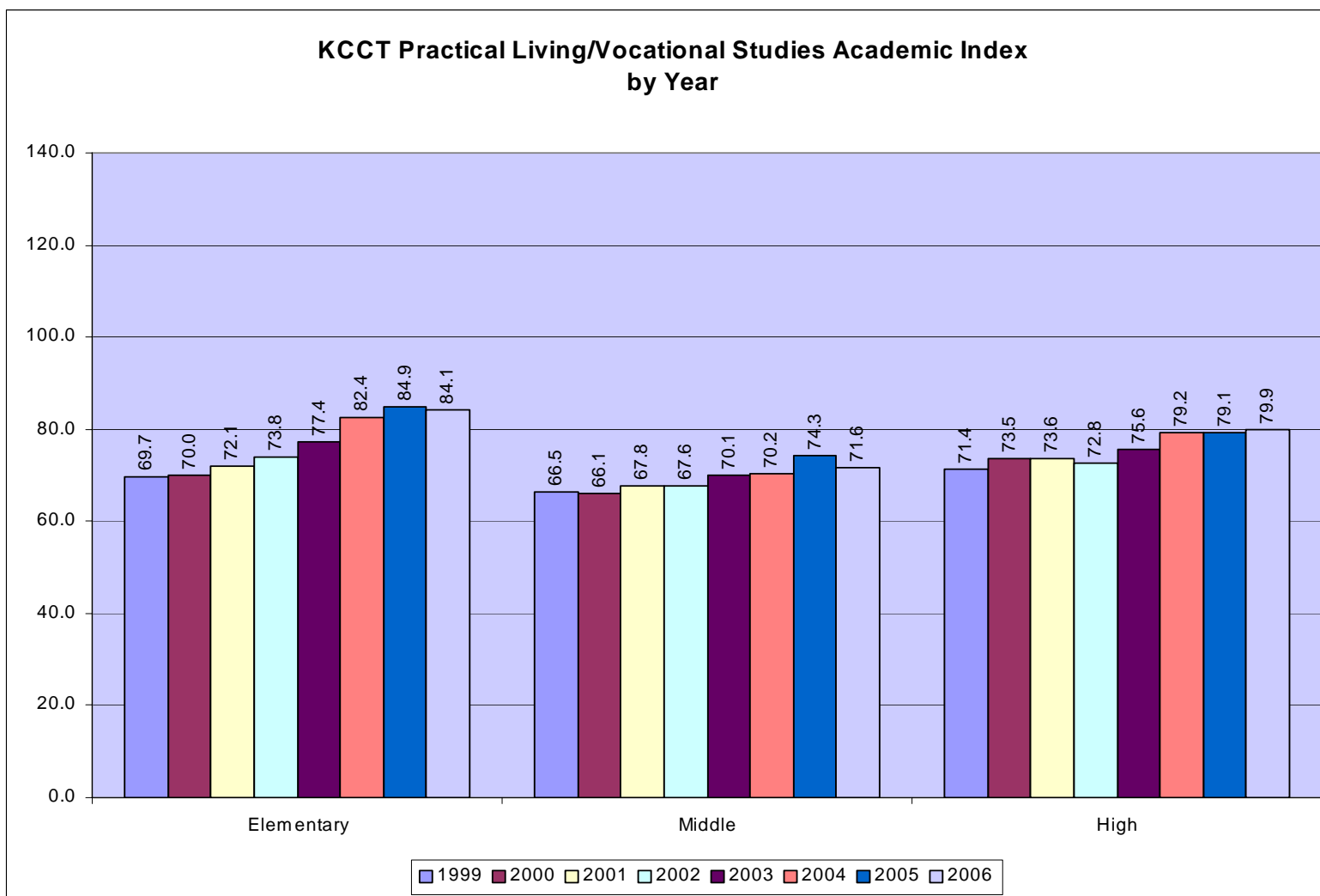


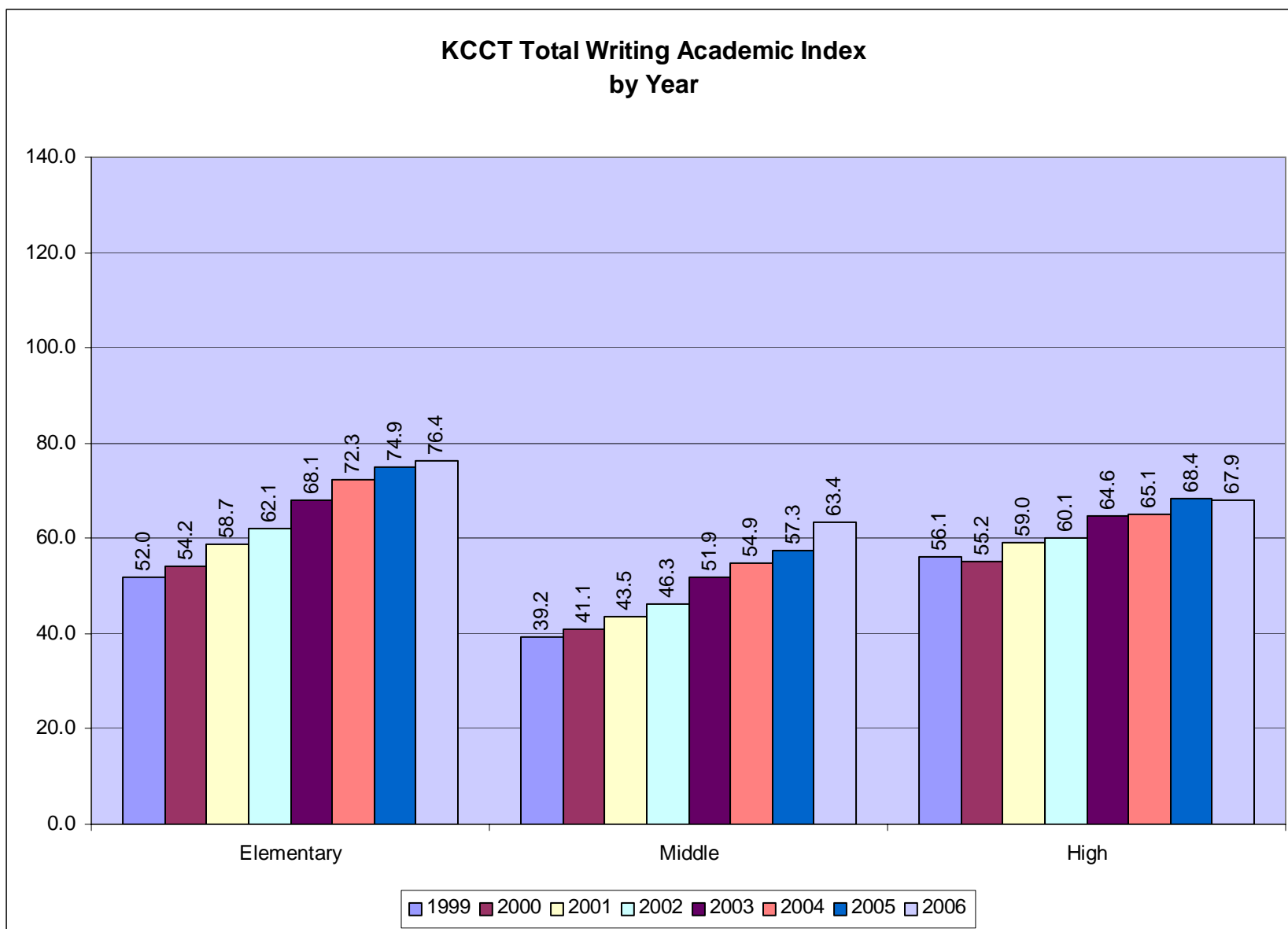


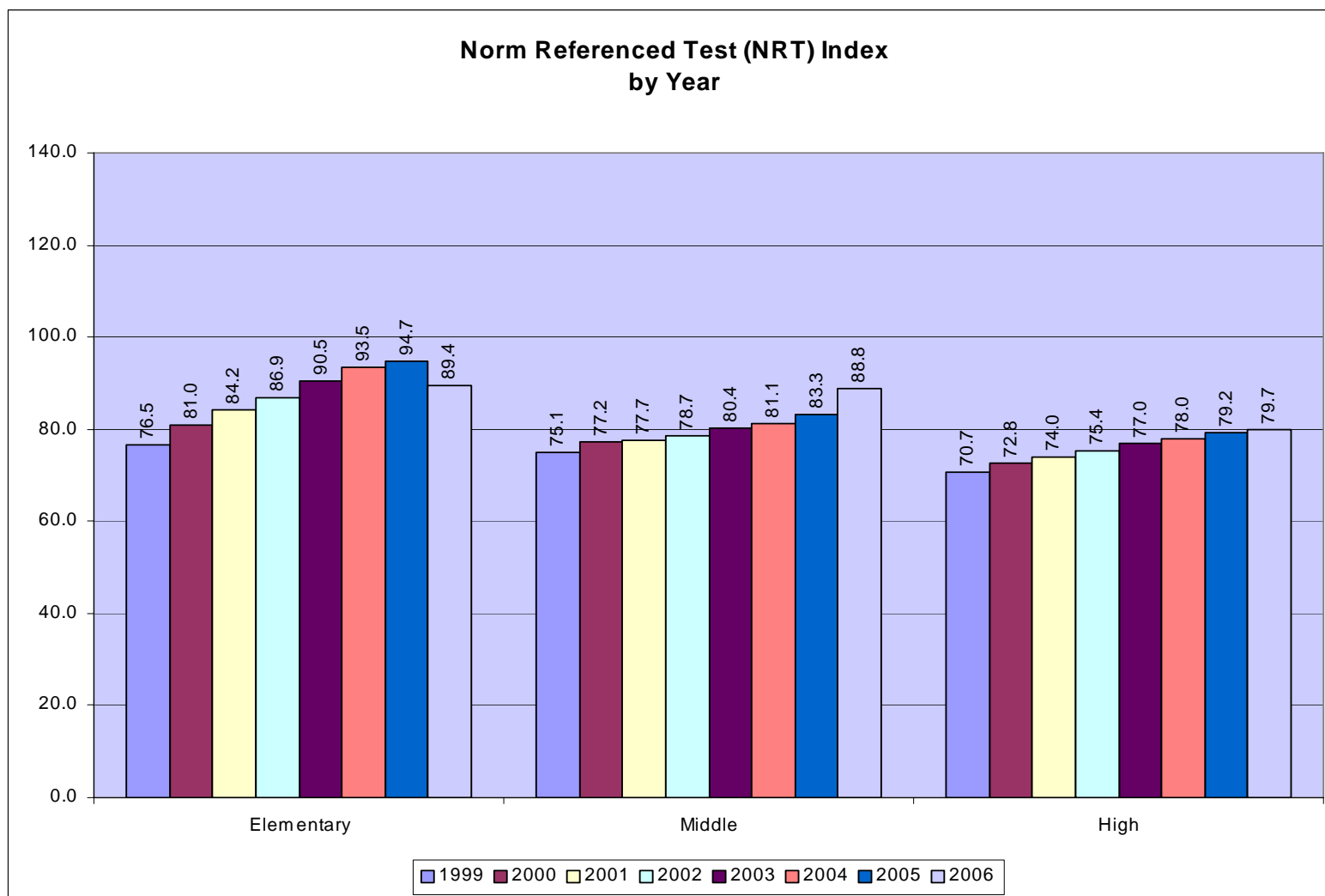


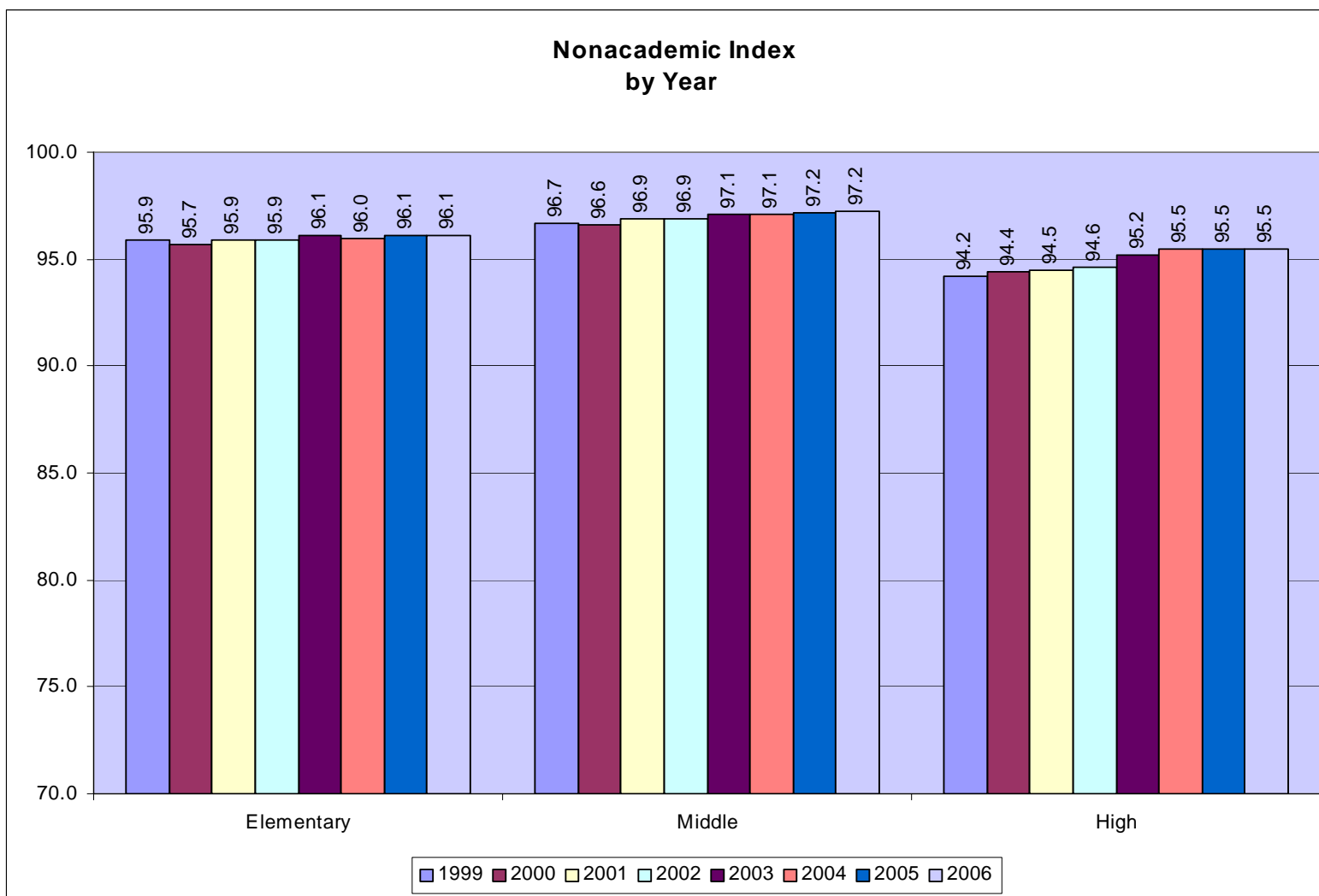












Elementary		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	0.27	1.32	16.61	18.20	6.80	8.98	9.97	25.75	50.40	5.65	78.9
	2000	0.16	0.90	15.58	16.64	6.97	8.61	10.65	26.23	51.70	5.43	79.9
	2001	0.15	0.67	14.86	15.68	6.98	8.86	10.08	25.92	52.97	5.43	80.7
	2002	0.10	0.54	14.33	14.96	6.71	8.89	9.21	24.80	54.08	6.16	81.9
	2003	0.07	0.55	12.42	13.03	6.89	8.41	9.40	24.69	55.56	6.72	83.6
	2004	0.08	0.43	10.66	11.17	5.22	7.42	9.53	22.16	58.76	7.91	86.8
	2005	0.07	0.39	10.24	10.70	5.53	7.45	8.82	21.80	59.53	7.97	87.1
	2006	0.11	0.44	9.82	10.37	5.07	6.72	8.17	19.96	58.43	11.24	89.4
Mathematics	1999	0.44	3.82	38.44	42.70	9.76	9.70	9.78	29.23	24.00	4.07	57.7
	2000	0.63	3.13	34.81	38.57	10.71	9.73	9.75	30.19	26.50	4.75	60.5
	2001	0.43	2.59	31.76	34.78	10.40	9.92	10.58	30.90	28.25	6.07	63.9
	2002	0.37	1.92	30.17	32.46	10.28	10.41	10.51	31.20	29.14	7.21	66.1
	2003	0.22	2.13	28.78	31.13	10.37	9.56	10.82	30.75	29.86	8.26	67.7
	2004	0.17	1.21	21.46	22.84	8.04	9.92	10.91	28.88	35.38	12.90	77.1
	2005	0.13	1.33	23.30	24.77	9.10	9.81	11.13	30.04	33.70	11.48	74.4
	2006	0.18	1.11	17.59	18.88	7.01	7.72	9.69	24.42	39.09	17.61	83.6
Science	1999	0.28	1.39	16.38	18.05	13.05	16.75	19.49	49.28	27.21	5.46	70.2
	2000	0.28	0.96	13.17	14.41	12.15	17.88	19.63	49.66	30.41	5.52	73.0
	2001	0.26	0.81	10.63	11.70	10.70	16.50	19.60	46.80	34.50	7.00	77.0
	2002	0.18	0.71	10.25	11.13	10.09	16.89	20.38	47.36	34.98	6.53	77.4
	2003	0.11	0.42	7.61	8.15	8.90	15.72	20.36	44.98	37.84	9.03	81.8
	2004	0.12	0.33	6.48	6.93	7.02	12.73	18.33	38.07	40.74	14.26	87.5
	2005	0.09	0.24	5.22	5.55	7.19	13.44	19.67	40.29	40.63	13.53	87.6
	2006	0.11	0.36	6.89	7.36	7.68	11.55	16.26	35.49	39.29	17.86	89.1
Social Studies	1999	0.26	2.27	32.15	34.69	8.86	8.90	8.64	26.39	31.60	7.33	66.3
	2000	0.24	2.21	32.13	34.57	7.16	10.02	8.45	25.63	32.38	7.42	67.0
	2001	0.28	1.89	30.14	32.31	8.21	9.72	9.00	26.93	32.45	8.31	68.5
	2002	0.15	1.55	28.26	29.95	7.55	9.69	9.27	26.51	34.16	9.38	71.1
	2003	0.10	1.02	25.72	26.85	7.17	9.42	8.72	25.30	37.65	10.20	74.2
	2004	0.16	0.79	19.67	20.62	5.89	10.04	7.70	23.63	39.97	15.78	81.8
	2005	0.09	0.83	19.80	20.72	7.49	10.32	8.73	26.54	39.87	12.87	79.3
	2006	0.09	0.86	17.70	18.65	5.90	6.74	7.88	20.52	41.45	19.37	86.0

Elementary		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	1.25	51.27		52.52				35.47	8.68	3.34	41.3
	2000	1.47	46.78		48.25				38.25	9.90	3.60	44.0
	2001	0.94	43.60		44.54				43.80	9.28	2.38	44.6
	2002	0.71	37.83		38.54				46.72	10.74	3.99	49.3
	2003	1.27	35.90		37.17				38.66	15.55	8.62	55.5
	2004	0.79	25.85		26.64				51.20	17.07	5.09	58.3
	2005	0.93	29.54		30.48				37.37	21.16	10.99	62.8
Practical Living/ Vocational Std.	2006	0.49	24.79		25.29				47.69	18.90	8.13	62.1
	1999	1.45	23.99		25.44				28.76	36.95	8.86	69.7
	2000	1.47	22.77		24.25				30.45	36.58	8.72	70.0
	2001	1.42	20.66		22.09				31.49	36.23	10.19	72.1
	2002	0.83	18.77		19.60				31.79	39.40	9.21	73.8
	2003	0.86	16.82		17.68				29.12	41.79	11.42	77.4
	2004	1.08	14.33		15.40				26.86	41.07	16.66	82.4
Total Writing	2005	0.86	12.96		13.82				23.35	46.93	15.91	84.9
	2006	0.80	13.92		14.72				23.69	45.32	16.27	84.1
	1999	0.39	32.75		33.13				48.90	16.94	1.01	52.0
	2000	0.35	29.70		30.04				50.07	18.83	1.06	54.2
	2001	0.35	23.78		24.13				52.29	22.02	1.56	58.7
	2002	0.24	18.19		18.43				56.27	23.48	1.81	62.1
	2003	0.21	13.40		13.61				52.48	31.38	2.53	68.1
Writing On-Demand	2004	0.23	9.09		9.33				51.96	35.69	3.03	72.3
	2005	0.23	8.19		8.41				48.29	39.44	3.85	74.9
	2006	0.31	8.55		8.87				44.05	42.68	4.41	76.4
	1999	0.47	59.96		60.43				37.75	1.76	0.07	
	2000	0.47	54.96		55.43				39.58	4.85	0.14	
	2001	0.42	44.69		45.11				47.56	7.06	0.26	
	2002	0.30	31.38		31.68				63.29	4.74	0.29	
Writing Portfolio	2003	0.27	35.49		35.76				55.97	7.72	0.56	
	2004	0.24	25.39		25.63				66.07	7.66	0.64	
	2005	0.28	28.87		29.15				64.99	5.17	0.69	
	2006	0.38	33.68		34.06				60.63	4.48	0.83	
	1999	0.37	25.95		26.31				51.69	20.74	1.25	
	2000	0.32	23.38		23.69				52.69	22.33	1.29	
	2001	0.33	18.55		18.89				53.47	25.76	1.89	
	2002	0.23	14.89		15.12				54.52	28.17	2.19	
	2003	0.19	7.88		8.07				51.61	37.29	3.02	
	2004	0.23	5.02		5.25				48.43	42.70	3.63	
	2005	0.22	3.02		3.23				44.12	48.01	4.64	
	2006	0.29	2.27		2.57				39.91	52.23	5.30	

\* For the content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.

Middle		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	0.49	1.20	14.49	16.17	7.90	12.02	13.44	33.36	44.12	6.35	78.1
	2000	0.40	1.08	13.88	15.36	8.23	12.20	13.33	33.76	44.77	6.11	78.3
	2001	0.43	0.78	11.64	12.84	7.48	12.51	13.28	33.27	48.03	5.86	80.5
	2002	0.31	0.78	11.04	12.13	8.04	11.56	12.53	32.14	49.49	6.24	81.4
	2003	0.19	0.69	10.58	11.46	7.21	11.96	12.08	31.25	49.99	7.30	82.8
	2004	0.16	0.39	7.76	8.31	6.58	12.00	13.40	31.97	52.74	6.97	85.1
	2005	0.17	0.41	7.52	8.10	6.91	9.90	13.28	30.09	52.21	9.61	87.0
	2006	0.17	0.30	6.80	7.26	5.94	10.53	13.20	29.68	55.38	7.68	87.2
Mathematics	1999	1.37	4.17	33.26	38.80	12.46	14.13	12.10	38.69	17.26	5.24	56.9
	2000	1.19	3.57	29.73	34.49	12.10	15.56	12.61	40.27	19.72	5.52	59.9
	2001	0.98	2.53	28.44	31.95	12.35	14.87	13.04	40.27	21.36	6.42	62.4
	2002	0.99	2.50	28.16	31.65	13.20	15.80	13.16	42.16	20.77	5.42	61.3
	2003	0.95	2.18	24.80	27.94	12.46	14.99	13.72	41.16	23.09	7.82	65.7
	2004	0.75	1.62	23.35	25.72	11.57	14.86	14.37	40.80	25.08	8.39	68.1
	2005	0.75	1.44	20.65	22.84	11.25	15.31	14.26	40.81	26.36	9.98	71.0
	2006	0.67	1.33	22.07	24.07	11.32	15.62	14.74	41.68	25.20	9.06	69.5
Science	1999	0.74	2.96	30.37	34.08	11.89	14.74	11.82	38.45	20.89	6.59	61.5
	2000	0.78	2.82	29.27	32.87	12.53	14.04	12.18	38.75	21.35	7.03	62.3
	2001	0.78	2.56	27.51	30.85	11.43	14.98	12.70	39.11	22.03	8.01	64.4
	2002	0.55	2.57	25.10	28.22	11.18	14.39	12.99	38.56	23.57	9.65	67.4
	2003	0.41	2.16	26.11	28.68	9.74	15.02	12.76	37.52	22.83	10.97	68.4
	2004	0.31	1.80	21.41	23.51	9.25	14.08	12.32	35.66	25.99	14.84	74.6
	2005	0.27	1.30	21.95	23.52	9.31	14.43	12.10	35.84	27.18	13.46	74.0
	2006	0.29	1.32	20.62	22.23	9.02	13.68	12.36	35.05	26.23	16.49	76.6
Social Studies	1999	0.90	4.35	22.63	27.88	14.93	17.26	15.39	47.58	21.38	3.16	60.9
	2000	0.71	3.91	20.49	25.11	14.82	16.43	15.29	46.54	23.64	4.72	64.1
	2001	0.59	3.57	19.75	23.90	12.53	16.35	14.42	43.31	26.45	6.34	67.3
	2002	0.48	3.06	19.09	22.63	12.65	16.96	15.48	45.09	26.06	6.22	67.7
	2003	0.48	2.88	17.18	20.54	12.74	16.21	14.71	43.67	27.94	7.85	70.4
	2004	0.42	1.64	14.82	16.87	12.22	16.34	15.50	44.06	29.43	9.64	74.1
	2005	0.39	2.50	15.75	18.64	12.26	15.22	15.11	42.59	28.37	10.40	73.5
	2006	0.37	2.36	14.03	16.77	11.77	14.12	16.36	42.25	30.46	10.52	75.4

Middle		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	1.47	32.92		34.39				35.37	26.67	3.57	57.2
	2000	1.76	26.58		28.34				35.82	31.34	4.50	62.6
	2001	1.52	25.51		27.03				34.99	33.34	4.64	64.1
	2002	1.15	26.15		27.30				34.40	33.46	4.83	64.3
	2003	2.40	27.15		29.54				24.57	32.79	13.09	69.4
	2004	1.23	21.85		23.07				32.47	36.85	7.61	69.8
	2005	1.32	18.93		20.25				27.03	39.96	12.76	76.5
	2006	1.37	22.78		24.14				28.29	34.44	13.13	72.8
Practical Living/ Vocational Std.	1999	1.75	24.66		26.41				37.04	25.40	11.16	66.5
	2000	1.80	23.07		24.87				39.80	25.69	9.64	66.1
	2001	1.41	21.79		23.20				39.63	27.08	10.09	67.8
	2002	1.12	20.34		21.46				42.65	27.13	8.76	67.6
	2003	1.35	20.54		21.89				40.07	24.79	13.26	70.1
	2004	0.96	18.93		19.89				41.25	28.43	10.43	70.2
	2005	0.99	17.78		18.77				38.29	27.80	15.15	74.3
	2006	0.92	17.12		18.03				42.96	27.46	11.55	71.6
Total Writing	1999	1.66	50.73		52.38				38.13	8.79	0.70	39.2
	2000	1.33	48.05		49.38				40.14	9.70	0.79	41.1
	2001	1.09	45.04		46.13				41.55	11.30	1.02	43.5
	2002	0.98	40.66		41.65				44.66	12.29	1.41	46.3
	2003	0.72	33.12		33.84				47.92	16.64	1.60	51.9
	2004	0.70	28.40		29.11				51.28	17.53	2.09	54.9
	2005	0.60	25.59		26.19				52.31	18.80	2.70	57.3
	2006	0.64	18.29		18.94				53.72	23.85	3.49	63.4
Writing On-Demand	1999	1.16	46.15		47.31				47.31	5.26	0.11	
	2000	1.08	43.70		44.78				47.50	7.60	0.13	
	2001	0.95	40.78		41.73				48.89	9.10	0.29	
	2002	0.84	37.80		38.63				55.45	5.69	0.23	
	2003	0.60	24.52		25.13				57.03	17.50	0.35	
	2004	0.49	23.52		24.01				63.77	11.71	0.51	
	2005	0.55	28.37		28.92				59.84	10.50	0.74	
	2006	0.51	24.89		25.41				59.97	13.59	1.03	
Writing Portfolio	1999	1.78	51.87		53.65				35.83	9.67	0.85	
	2000	1.39	49.14		50.53				38.30	10.22	0.95	
	2001	1.13	46.10		47.23				39.72	11.85	1.20	
	2002	1.02	41.38		42.40				41.96	13.94	1.70	
	2003	0.75	35.27		36.02				45.64	16.43	1.91	
	2004	0.75	29.62		30.38				48.16	18.98	2.48	
	2005	0.61	24.90		25.51				50.43	20.87	3.19	
	2006	0.67	16.64		17.32				52.16	26.42	4.11	

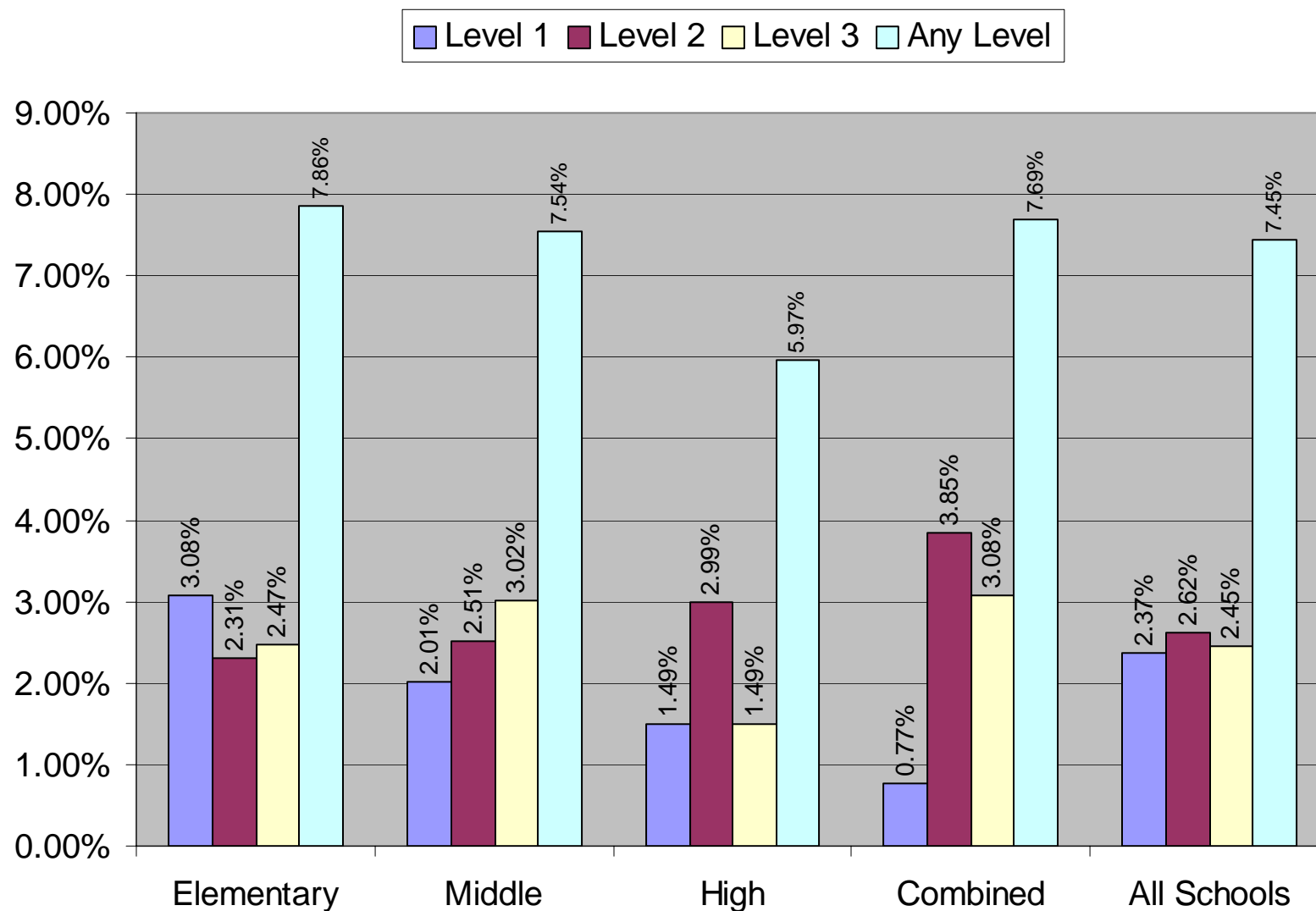
\* For the content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.

High School		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	1.91	5.30	13.91	21.12	15.81	20.75	18.70	55.26	18.76	4.86	63.6
	2000	1.44	4.33	11.91	17.67	15.35	19.43	20.04	54.83	20.75	6.75	67.7
	2001	1.13	4.48	11.99	17.60	14.74	19.14	19.12	53.00	21.72	7.68	68.8
	2002	0.92	4.96	12.91	18.79	15.09	18.97	18.37	52.44	21.56	7.21	67.8
	2003	0.81	4.09	11.05	15.96	14.00	18.98	20.16	53.13	22.74	8.18	70.7
	2004	0.68	3.21	10.51	14.40	13.62	17.79	20.24	51.65	22.98	10.97	73.8
	2005	0.55	2.00	8.09	10.63	12.74	17.70	20.40	50.85	27.23	11.28	77.4
	2006	0.69	4.02	9.67	14.38	11.93	15.43	17.83	45.19	24.81	15.62	78.0
Mathematics	1999	2.99	6.27	34.85	44.11	9.29	10.52	11.11	30.92	19.19	5.78	56.1
	2000	2.84	6.17	33.25	42.26	10.73	10.74	9.92	31.39	19.45	6.90	57.2
	2001	1.80	5.22	30.80	37.81	11.42	10.54	11.06	33.01	21.51	7.67	60.7
	2002	1.61	5.14	30.34	37.09	10.86	9.98	11.75	32.60	21.00	9.32	62.3
	2003	1.42	4.76	28.62	34.80	10.86	10.90	10.32	32.08	22.90	10.21	64.4
	2004	1.33	4.50	25.73	31.56	9.94	10.43	11.23	31.60	23.64	13.20	68.6
	2005	1.37	4.06	27.03	32.46	10.71	11.18	11.20	33.09	23.61	10.84	66.3
	2006	1.19	4.05	25.72	30.96	9.85	10.49	10.23	30.57	24.44	14.03	69.7
Science	1999	1.81	2.49	27.83	32.13	12.94	16.94	12.40	42.27	23.84	1.76	59.1
	2000	1.69	2.55	26.56	30.81	13.57	14.76	13.54	41.87	25.19	2.13	60.5
	2001	1.27	1.96	25.30	28.52	13.75	15.75	13.11	42.61	26.58	2.29	62.1
	2002	1.00	2.02	23.98	27.01	12.46	14.99	14.24	41.69	27.92	3.38	64.5
	2003	0.81	2.40	24.66	27.88	12.18	14.89	14.65	41.71	27.09	3.33	64.0
	2004	0.81	1.51	21.54	23.86	10.49	15.16	14.74	40.39	31.66	4.09	68.3
	2005	0.59	1.07	20.72	22.38	10.58	15.00	14.71	40.30	33.41	3.91	69.4
	2006	0.78	1.86	21.02	23.66	10.70	13.59	12.96	37.25	34.19	4.89	69.5
Social Studies	1999	2.01	3.39	17.35	22.75	16.61	20.29	17.65	54.55	18.34	4.36	62.3
	2000	1.76	3.54	17.30	22.61	17.18	18.01	18.14	53.33	18.42	5.64	63.5
	2001	1.12	3.40	18.39	22.91	16.33	17.55	17.07	50.95	19.32	6.81	64.8
	2002	0.82	3.61	16.70	21.13	15.34	17.23	16.13	48.69	20.64	9.53	68.2
	2003	0.88	4.02	17.19	22.08	15.28	17.38	16.25	48.91	19.56	9.45	67.3
	2004	0.75	3.08	14.47	18.30	12.98	16.72	16.88	46.57	21.51	13.61	73.5
	2005	0.71	3.04	13.28	17.04	11.13	15.28	15.91	42.31	22.70	17.95	78.0
	2006	0.76	3.95	14.16	18.87	11.69	13.08	15.60	40.37	22.94	17.82	77.1

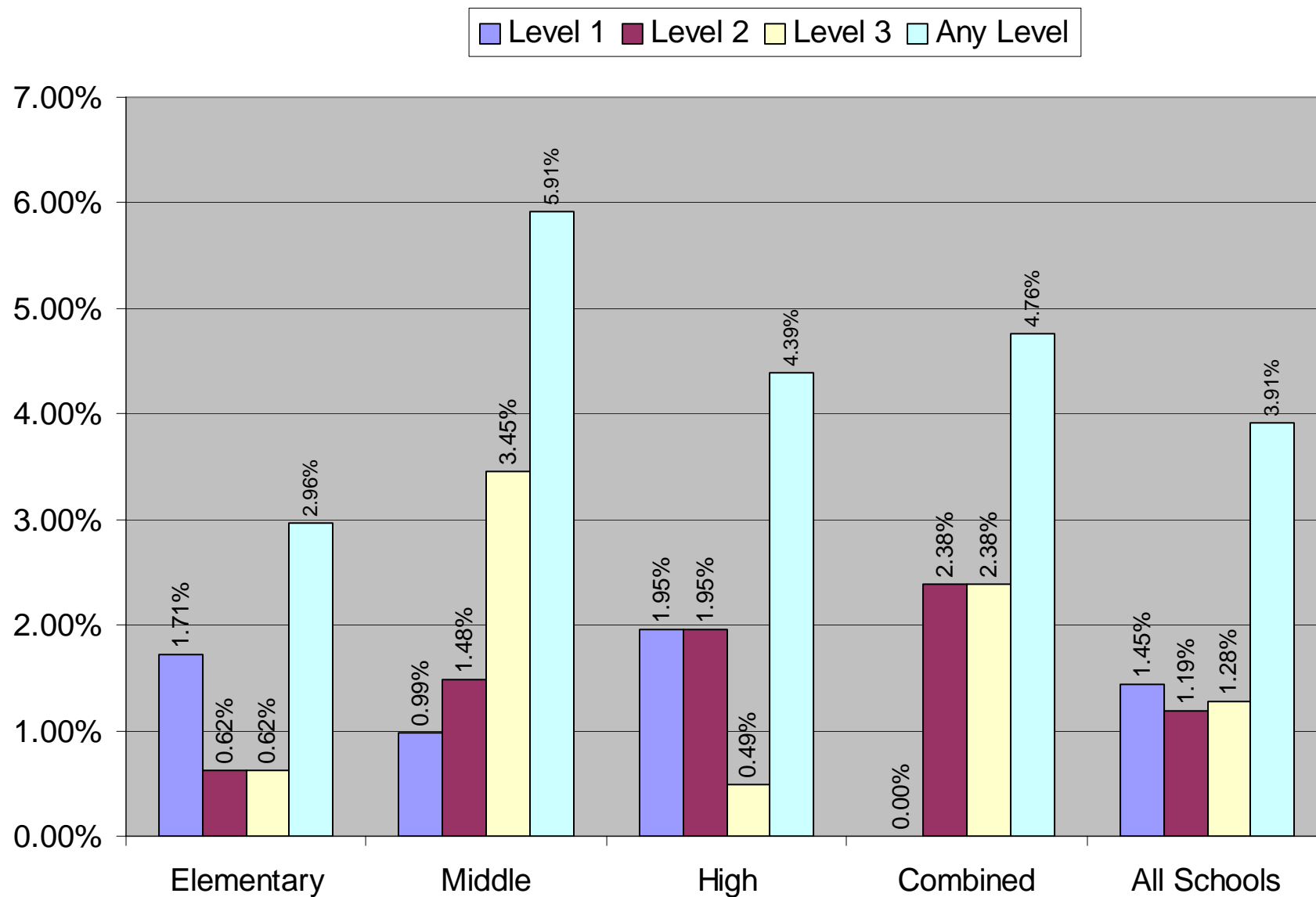
High School		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	2.86	40.27		43.13				39.79	12.40	4.68	48.1
	2000	3.19	35.61		38.80				41.60	14.12	5.48	51.4
	2001	2.16	32.42		34.59				39.22	18.96	7.23	56.8
	2002	1.84	27.82		29.67				39.49	19.76	11.08	62.6
	2003	2.28	27.57		29.85				36.13	20.59	13.43	64.7
	2004	1.81	22.16		23.97				34.92	22.66	18.46	72.3
	2005	1.39	20.94		22.33				38.90	24.23	14.53	70.6
	2006	1.82	21.49		23.31				29.84	23.08	23.77	77.1
Practical Living/ Vocational Std.	1999	2.68	20.93		23.61				28.58	38.40	9.41	71.4
	2000	2.23	17.75		19.98				31.72	38.76	9.54	73.5
	2001	1.89	18.23		20.12				31.33	38.85	9.70	73.6
	2002	1.49	19.93		21.42				30.10	39.42	9.06	72.8
	2003	1.62	17.82		19.44				30.08	38.53	11.95	75.6
	2004	1.14	15.52		16.66				28.91	40.95	13.48	79.2
	2005	0.99	13.94		14.93				30.65	43.17	11.25	79.1
	2006	1.32	16.43		17.75				26.75	40.00	15.50	79.9
Total Writing	1999	1.57	25.55		27.13				52.30	18.58	2.00	56.1
	2000	1.49	27.63		29.11				50.07	18.96	1.87	55.2
	2001	1.30	22.01		23.32				53.48	21.02	2.18	59.0
	2002	1.14	21.87		23.01				51.77	22.68	2.55	60.1
	2003	0.81	16.71		17.52				53.47	25.82	3.20	64.6
	2004	0.84	15.51		16.34				54.85	25.28	3.53	65.1
	2005	0.89	12.23		13.11				54.29	28.56	4.03	68.4
	2006	0.95	13.17		14.11				53.84	27.45	4.60	67.9
Writing On-Demand	1999	1.17	32.31		33.48				57.86	8.57	0.09	
	2000	0.95	34.66		35.61				51.89	12.35	0.15	
	2001	0.72	20.15		20.87				64.42	14.43	0.28	
	2002	0.52	23.89		24.42				57.47	17.86	0.25	
	2003	0.42	19.21		19.63				61.53	18.37	0.47	
	2004	0.39	18.98		19.37				64.83	15.37	0.44	
	2005	0.69	15.47		16.16				63.83	19.49	0.53	
	2006	0.44	27.48		27.92				58.18	13.23	0.67	
Writing Portfolio	1999	1.67	23.86		25.54				50.91	21.08	2.48	
	2000	1.62	25.87		27.48				49.61	20.61	2.30	
	2001	1.45	22.48		23.93				50.74	22.67	2.66	
	2002	1.29	21.37		22.66				50.35	23.88	3.12	
	2003	0.91	16.08		16.99				51.46	27.68	3.88	
	2004	0.95	14.64		15.58				52.36	27.76	4.30	
	2005	0.94	11.42		12.35				51.91	30.83	4.91	
	2006	1.08	9.59		10.66				52.76	31.00	5.58	

\* For the content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.

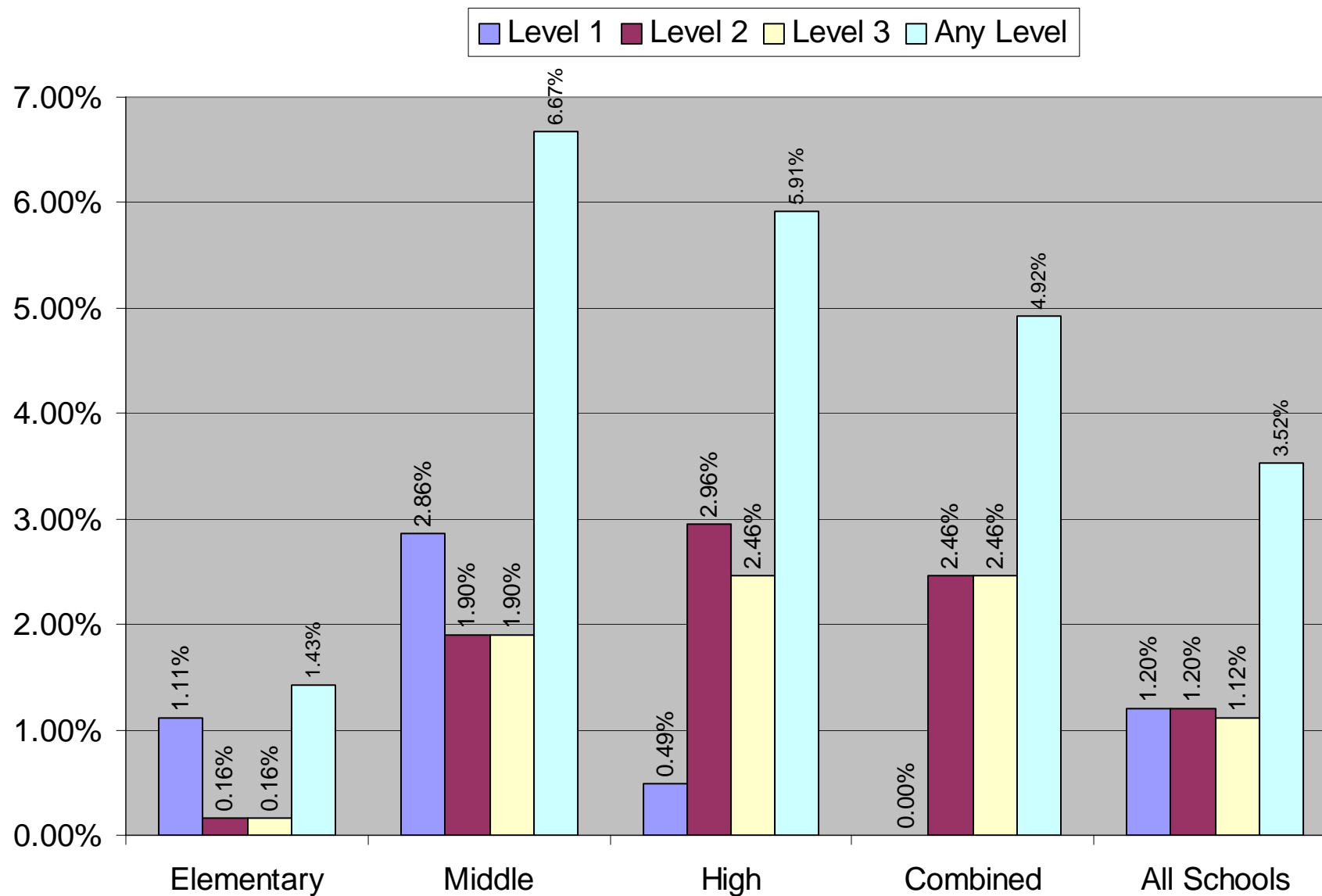
## 2001-2002 Biennium Percent Schools in Assistance



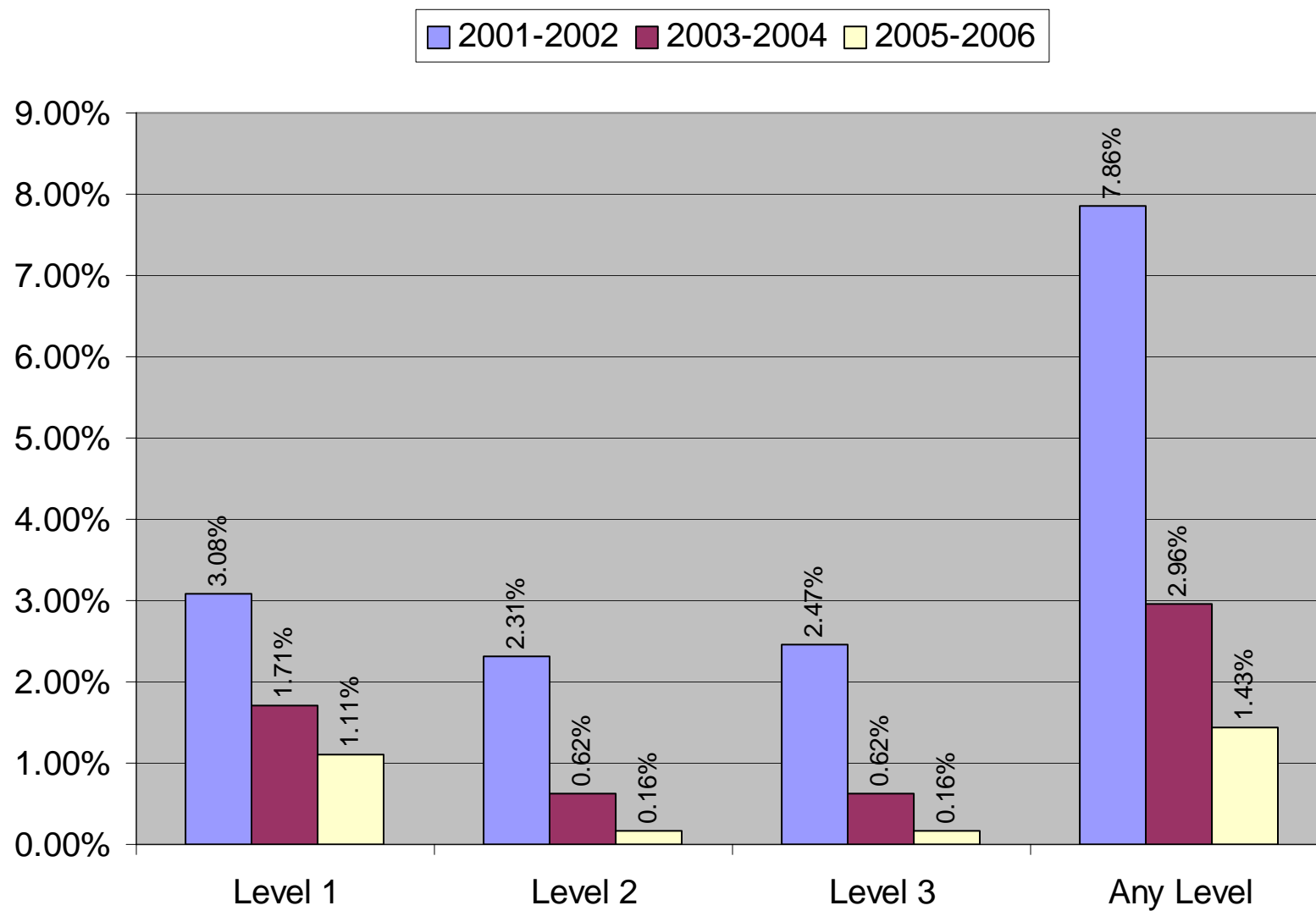
## 2003-2004 Biennium Percent Schools in Assistance



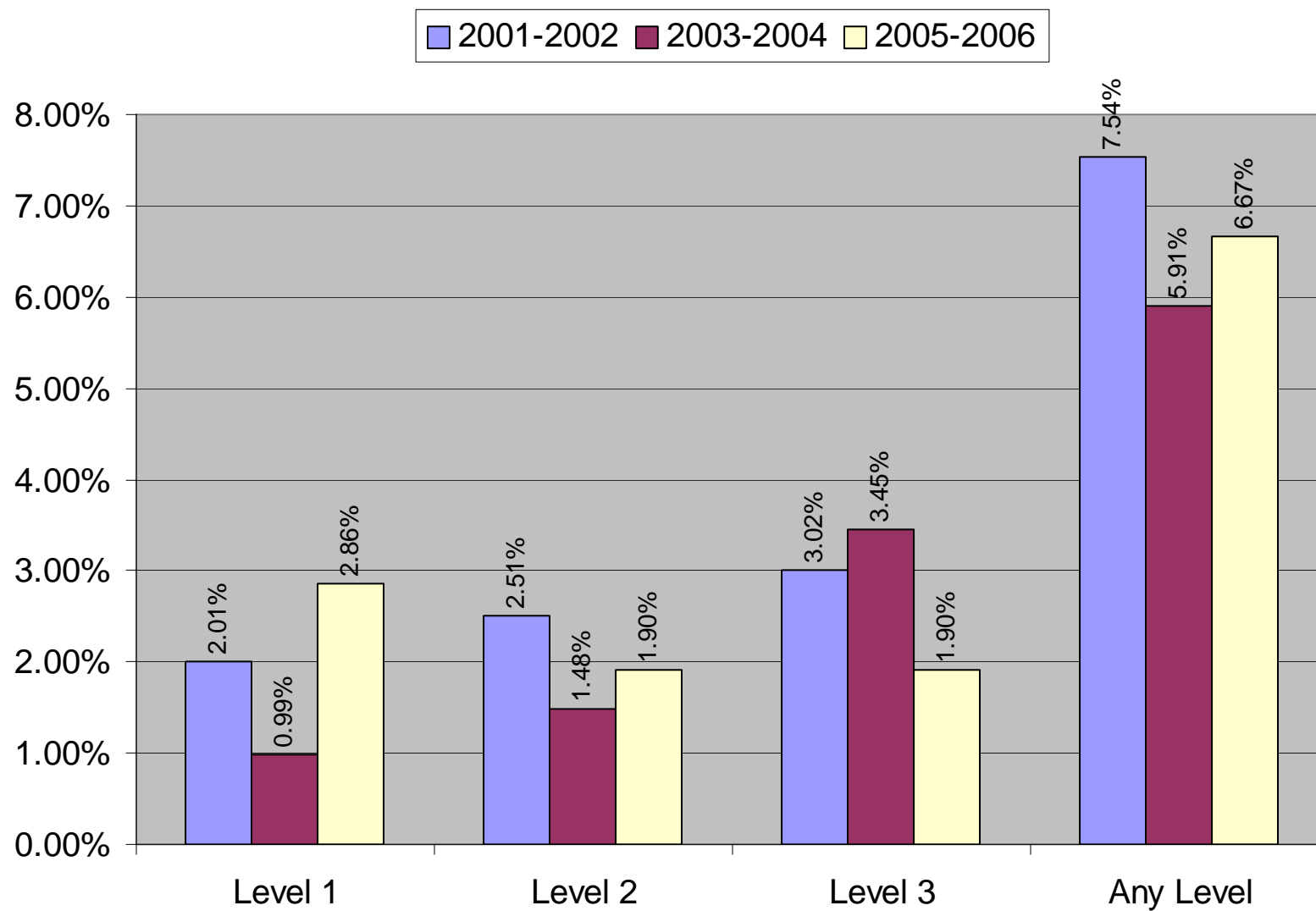
## 2005-2006 Biennium Percent Schools in Assistance



## Percent Elementary Schools in Assistance



## Percent Middle Schools in Assistance



## Percent High Schools in Assistance

